

---

## EMOTIONAL INTELLIGENCE AS A KEY CONCEPT TO SUCCESSFUL POLICE LEADERSHIP AND COOPERATION IN THE GLOBAL WORLD

Aurelija Pūraitė\*

*\*Mykolas Romeris university Academy of Public Security Department of Law  
V. Putvinskio 70, LT-44211 Kaunas, Lithuania  
Telephone (+370 37) 303655  
E.mail: [aurelija.puraite@gmail.com](mailto:aurelija.puraite@gmail.com)*

Natalja Prokofjeva \*\*

*\*\*State Police of the Republic of Latvia  
Ciekurkalna 1st line 1, k – 4, LV – 1026 Riga, Latvia  
Telephone 67829456  
E.mail: [natalija.prokofjeva@vp.gov.lv](mailto:natalija.prokofjeva@vp.gov.lv)*

DOI: 10.13165/PSPO-19-22-09

---

**Abstract.** The new realities of police cooperation and leading in the international level ask for culturally attuned and emotionally sensitive global police leaders who can react to the challenges of the particular foreign environments of various countries and complex interpersonal work situations. Also for police leaders with the different frame of responsibility, it is important to be self-aware and empathetic and be able to read and regulate their own emotions while intuitively grasping how others feel and gauging their organization's emotional state. The most gifted leaders accomplish that by using a mysterious blend of psychological abilities known as EI. Therefore the purpose of the research is to explore how the EI impacts to successful police leadership and cooperation in a global world.

**Keywords:** emotional intelligence, leadership, police cooperation

### INTRODUCTION

The development of information technologies has impacted almost every aspect of our lives, “shrinking” our world into a global village, so different economies and cultures are closer than ever. People are now aware of the cultures, traditions, lifestyle, living conditions prevailing in almost every corner of the world. Interestingly, this is going beyond awareness and into a state of integration and globalization that is a result of cross-pollinated views, ideologies, products and services. With the changing of global reality has been created a new ideological context that calls for international social responsibility and accountability that goes beyond individualism, beyond borders, highlighting the importance of global thinking, so it is obvious, that we need to extend the mode of concern for individual actions from local boundaries to a global level.

One of the brightest examples of globalization is the establishment of the European Union (EU). Under the umbrella of this union, no one Member State is alone anymore, that is why we

must learn how to think and lead the processes globally, how to improve the cooperation and understanding of each other. It is important to understand, that now we are 28 different European countries, whose mission is to ensure to their citizens economic and social welfare, stability and security, as well as participation in international events (European Commission, 2014). In the same time, together with all the benefits of living in the world without borders, the globalization opened up new opportunities for criminals, what creates definite challenges for EU's police organizations as well as for police leaders.

As globalization marches on, experts are lining up to help us understand foreign cultures. But the advice often hovers on the surface- for instance, you should come in time to the meeting in Germany and know how deeply to bow in Japan. Such advices are essential for survival, but they won't help with bigger challenges, such as managing cross-cultural teams and operations or developing sustainable partnerships with organizations outside your borders. Without an in-depth understanding of a culture, the reality of what is truly happening and why it is happening can remain invisible. People's behaviors are driven by deeply ingrained cultural history, norms, values and emotions (Koivuiniemi, 2019). When we don't understand those norms, we often interpret the words and actions of others through our own cultural lens. Unfortunately, this ethnocentric perspective can easily lead to false impressions and damaged relationships.

The new realities of police cooperation and leading in the international level ask for culturally attuned and emotionally sensitive global police leaders who can react to the challenges of the particular foreign environments of various countries and complex interpersonal work situations. Scholarly works (Alston, 2009; Bar-On, 1997, 2000; Clawson, 2009; Goleman, 1995, 1998; Hatfield, 2009; Heifetz & Linsky, 2002; Kaiser, Hogan, & Craig, 2008; Mayer, Roberts, & Barsade, 2008; Nelson & Low, 2011; Northouse, 2007; Ozbun, 2011; Salovey & Mayer, 1990; Shuck & Herd, 2012; Whetten & Cameron, 2010; Yukl, 2010) and practical experiences show that Emotional Intelligence (EI) is one of the emerging concepts, which is essentially relevant to the development of efficient global leaders and for promoting better cross-cultural interaction. Also for police leaders with the different frame of responsibility, it is important to be self-aware and empathetic and be able to read and regulate their own emotions while intuitively grasping how others feel and gauging their organization's emotional state. The most gifted leaders accomplish that by using a mysterious blend of psychological abilities known as EI.

**The purpose of the research** is to explore how the EI impacts to successful police leadership and cooperation in a global world.

---

**Methodology.** To achieve the aforementioned purpose in this essay following methods of research would be applied:

- Method of scientific literature analysis- for disclosure of theoretic aspects presented by various scholars regarding the concepts of EI and leadership as supporting arguments for scientific reasoning;
- Method of synthesis- for presenting the comprehensive synthesis of the concepts of EI and leadership by separately analyzing and combining different elements of those notions;
- Method of content and source analysis- for the analysis of scientific literature;
- Method of comparative analysis- for analysis of the concepts and theoretical, practical aspects of successful leadership, the notions of EI and its positive effect on leadership.
- Method of historical analysis- for analysis of the historical development of concepts of EI and leadership.
- Method of empirical analysis- for generating results from the author's personal professional experience, which in turn, grounded with documents and scientific literature, will assist to elaborate recommendations.
- Methods of logic and generalization- will be used in summarizing the analyzed theoretical and practical scientific material and providing the conclusive remarks.

## **EI AS A KEY CONCEPT TO SUCCESSFUL POLICE LEADERSHIP AND COOPERATION IN THE GLOBAL WORLD**

The challenges of globalization and an alarming tendency of cross-border crimes shoved that wellbeing of the EU citizens depends on police organization's ability to ensure a high level of security in all Member States. The problem is that no one State can solve these limitless global issues by acting separately. However, by joint efforts on European level may lead to a solution and reduce the concern of citizens. There always should be available effective and synchronized tools, which are provided by the equal vision of the problems and global management. In the same time the international cooperation within the EU and the global world is also a key to tackle this question, but one of the obstacles which disturb the implementation of internal and international security measures in particular and any reform, in general, is an absence of strong strategical and global leaders in police organizations.

---

## **Role of Emotions and EI in Police Work and Leadership**

It is widely acknowledged that successful global leadership requires multiple intelligences (Appendix 1), but one of the key concepts, which has a significant impact to leadership skills is the EI, which is especially topical for the police leaders. Policing makes great emotional demands on officers (Martin, 1999), who are required to deal with myriad crisis situations while maintaining order, delivering service, and controlling the criminal element. Even more than bravery and physical strength, the work demands savvy communication and human relations skills that may be unrecognized and undervalued by officers themselves that is why police leaders must be proactive change agents with high cooperation skills utilizing EI to enhance the organizational culture of their agency. Well known leadership author Warren Bennis (2001) went further suggesting that EI, more than any other asset, more than intellect or technical expertise is the most important overall success factor in careers. It is obvious that emotions are central in every relationship aspect of our lives, including family, friendships, and the workplace. Managed proactively and effectively, emotions can improve our relationships as well as the cooperation in general. They can guide and direct our thinking to include actions that are realistic and appropriate, even saving our lives. Unmanaged, emotions can “hijack” reasoning and logic, contributing to responses we may subsequently regret. To more effectively protect and serve the public as well as take part in international operations, police officers and leaders have an obligation to learn to appropriately monitor their own and other’s emotions and use this knowledge to guide their thinking, action, and decision making. When progressive police leaders explore all available tools at their disposal to combat the current social disdain toward the police profession, a clearer understanding of EI becomes essential on different levels of policing.

### **EI Concept’s Development**

John Mayer and Peter Salovey first coined the term EI in 1990 and have continued to conduct research on the significance of the construct. Their pure theory of EI integrates key ideas from the fields of intelligence and emotion. They further mentioned that EI is based on a model of intelligence. It proposes that EI is comprised of two areas: experiential (ability to perceive, respond, and manipulate emotional information without necessarily understanding it) and strategic (ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them) (Mayer & Salovey, 1997). Their four-branch model identifies EI as being comprised of a number of mental abilities that allow for the appraisal,

expression, and regulation of emotion, as well the integration of these emotion processes with cognitive processes used to promote growth and achievement (Salovey & Grewal, 2005; Salovey & Mayer, 1990)(Appendix 2).

Reuven Bar-On is another prominent scholar researching the EI constructs and the creator of the emotional quotient term. From a slightly different perspective, Bar-On refers to the EI as to the concern of understanding oneself and others, adapting to and coping with immediate surroundings to achieve success when dealing with environmental requirements (Bar-On, 1997) (Appendix 3).

Daniel Goleman, a psychologist and science writer who has previously written on brain and behavior discovered the work of Salovey and Mayer in the 1990s. Inspired by their findings, he began to conduct his own research in the area and eventually wrote landmark book which familiarized both the public and private sectors with the idea of EI (Goleman, 1998). In this book, he defines EI as the capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships. Goleman's (1998) first model of EI identified five domains, or dimensions, of emotional intelligence encompassing twenty-five competencies. Three dimensions, self-awareness, self-regulation, and motivation, described personal competencies related to knowing and managing emotions in one's self. The remaining two dimensions, empathy, and social skills described social competencies related to knowing and managing emotions in others. As Goleman refined his model, the self vs. others distinction would remain an important dimension of his emotional intelligence typology. A statistical analysis by Richard Boyatzis (2000) supported collapsing the twenty-five competencies into twenty, and the five domains into the four: self-awareness, self-management, social awareness, and relationship management (Boyatzis, Goleman, & Rhee, 2000) (Appendix 4).

No matter of the discrepancies between definitions of EI, what is clear is that EI is distinct of what is known as a standard intelligence. EI quotient is defined as an array of skills that prove one's ability to identify and understand own behaviors, moods, and impulses and conduct him to best respond to the requirements of a certain context (Kasapi & Mikiotis, 2014). McGarvey (1997) defines EI as the talent to relate with people and grasp their emotions, a quality vital for the management of employees, attraction of citizens and colleagues.

Stys and Brown (2004) highlighted the existence of three main models of EI. The model of Salovey and Mayer (1997) defines EI as a pure **cognitive ability**. A second model by Bar-On (1997) considers EI as a form of **mixed intelligence**, driven by cognitive skills and

personality aspects, influencing the general well-being. The third model established by Goleman (1998) also suggests that EI is a **mixed intelligence** that involves cognitive ability and personality features. However, compared to Bar-On model, Goleman construction indicates how cognitive and personality aspects lead to work environment success.

Harms and Credé (2010) suggest that EI can be approached as either a trait or an ability. In the first case, EI is an innate factor that enables and promotes wellbeing. In the second case, EI is important to comprehend and manage emotions, as well as understand and integrate them into cognitions. Debates about the positioning of EI has led Mikołajczak et al. (2009) to build a tripartite model of EI introducing three levels of EI: knowledge (what individuals know about emotions and the management of emotion-laden situations), abilities (what one can do), and traits (what people actually do) (Appendix 5).

### **EI as a Key Concept to Successful Police Leadership and Cooperation**

Daniel Goleman, the foremost contributor to the field of EI and leadership underlined that leaders with a high EI level are crucial to organizational success. They have the ability to seize employees' feelings related to their work environment, solve the issues that arise, manage their own emotions to gain the staff confidence and understand the political and social agreements within an organization (Goleman, 1998, 2001). The literature also notes a successful global leader ability to increase the performance of the organization by establishing a particular work climate (Carmeli, 2003).

The scholarly works have developed a large number of theories that outline which features define the most effective leader. The academic research studies two distinct types of leaders: transformational and transactional (Mandell & Pherwani, 2003). Transformational leaders raise interest among subordinates, create a different working environment, increase the visibility of the company goals, offers assistance in order to improve the performance of the organization employee and motivate staff to put the best interest of the company over their own interests. Alternatively, transactional leaders reward or discipline subordinates in accordance with their performance. As described by Bass and Avolio (1994), transactional leaders focus on work guidelines, task accomplishment, and employee positive outcomes. Given the similarities that exist between the features of transformational leaders and EI (empathy, inter and intrapersonal skills, self-awareness), large academic evidence document a clear relationship between the concepts (George, 2000; Daus & Ashkanasy, 2005; Harms & Crede, 2010). Complementing a leader's EI that enhances performance, employee engagement has also been



a central topic in organizational science as a determinant of success at the workplace. As it was identified, leaders with the high level of EI better involve employees in the teamwork and are more successful in the cooperation (Robinson et al., 2004; Harter et al., 2009).

As leadership is a dynamic exhaustible reality, success highly depends on the followers and situational context (Marques, 2007). The essential characteristic of a performing leader is given by his skills in successfully analyzing cases and formulating the optimal response at a given time. George (2000) highlighted the critical role of emotions in the leadership process. In addition, Marques (2007) documented that the ability to control emotional impulses, understand and manage them greatly supports successful relationship development and the solving of conflicts. Intrapersonal and interpersonal abilities associated with EI are a skill set most commonly cited by scholarly works (Dulewicz & Higgs, 2003; Rosete & Ciarrochi, 2005; Downey et al., 2006). The literature offers extensive empirical evidence on the positive effect of EI on leadership effectiveness (Goleman, 1995, 1998; Wong & Law, 2002; Coetzee & Schaap, 2004; Leban & Zulauf, 2004; Srivastava & Bharamanaikar, 2004; Kerr et al, 2006). EI's impact on management performance is one of the main discussion points in the current leadership debates. As indicated by Goleman (1997) important leadership skills highly depend on the on the competencies to understand and control emotions at the workplace; hence the ability accompanied with EI will influence the capability to lead people. In addition, since the leader' emotions influence their employees' behavior, the EI is treated as one of the major factors to distinguish between successful and unsuccessful leaders (Bagshaw, 2000; Dulewicz and Higgs, 2000). Schutte et al. (1998) suggested that EI of leaders is powerfully connected with a modern corporate culture including greater optimism, less depression and lower impulsivity levels in the working environment. George (2000) study showed that EI fostered by leaders would lead to increased employee motivation, cooperation, financial results, and productivity. Given that, the EI cannot be delineated from the notion of leadership, which explains the rationale for considering this link in any organization. Emotionally intelligent individuals perform a successful leadership (Zeidner, 2001).

Singh (2009) conclusions show that increased EI facilitates problem-solving in any circumstance, encourages and stimulates employees. Under the police working environment, relationship construct proves especially important and significant. Presently, employees are particularly attracted to a leader's ability to understand, cooperate and create powerful connections that enhance their performance. Jordan et al. (2002) stressed that emotionally intelligent individuals possess valuable skills to create cohesive and performing teams in a more

efficient manner compare to less emotionally intelligent people. EI leaders have the ability to optimally solve any issue arising at a certain moment, and adjust their style in order to obtain the finest outcomes from every employee of the company. Highly EI people stand out as successful leaders because of their predisposition to a more transformational leadership style (Zafra et al., 2008). As far as an EI leader is sensible to emotional consciousness, self-esteem, impressionability, improvement, innovation, risk-taking, service direction, communication, building of relationships and mutual flexibility (Kulkarni et al., 2009), it is possible to conclude that the concept of EI positively correlates also with the ability to ensure the successful cooperation.

There are a plethora of papers that document a substantial impact of leaders' EI on the performance of employees and organizations, so also the teams, which have EI leader show in general better cooperation skills (George, 2000; Ruderman et al., 2001; Bradberry & Greaves, 2003; Caruso, & Salovey, 2004; Voola et al., 2004; Lopes et al., 2004; Killian, 2011; Brackett et al., 2011), what is extremely important coping with the global challenges and fighting with the international crimes. The skills of highly EI leaders are crucial for the creation of an encouraging environment that facilitates constructive empowerment schemes driving subjective wellbeing (Akerjordet & Severinsson, 2008). In the same time highly EI leaders have superior abilities to help their subordinates maintain positive moods while interacting with other people and performing emotional tasks (O'Boyle et al., 2010), what is vital in police work. The ability of EI individuals to turn all positive emotions into performance and to reverse the impact of negative emotions transforming them into challenging objectives could unlock huge opportunities for any police organization as well as facilitate cooperation (Law et al., 2004). All previously meant studies show that the concept of EI is very topical for the police leaders as well as for successful international cooperation. It is also important, that among other encouraging research finding it was identified that EI changes with age and can be improved upon (Berman & West, 2008; Nelson & Low, 2011; Low & Hammett, 2012). This suggestion that the ability to augment, nurture, and develop EI skills should resonate as good news for police organizations in the local and EU levels.

## CONCLUSIONS AND RECOMMENDATIONS

Growing evidence suggests EI is a factor in predicting work performance that involves regular interpersonal contact with people, what actually is the cornerstone of the police profession, in the same time it was also identified, that the ability to understand yourself and



others in a multidimensional framework is important not only to leaders in the local organizations but to global leaders working in different countries and cultures. The overall result of researches shows that EI plays a significant role in motivation, creativity, decision making, negotiation, leadership and successful cooperation.

The high level of EI is especially important for police leaders in the period of such dramatic changes, which are connected with the globalization processes, because leading of police structures and organizations requires leadership from individuals skilled in global aspects of cooperation and it means that are required leaders, which have the abilities to persist in the face of adversity, endure in frustrating, confusing, and lonely foreign environments, adapt to different ways of thinking, and elicit the right responses in cross-cultural interpersonal relationships. Police leaders which are involved in international cooperation, even more, the local leaders must have a high level of EI, what will aloud to spark positive energy in people who come from different parts of the world and excite them. They must be able to connect those people, allow them space to cross-fertilize ideas and achieve the highest degree of collaboration. New global police leaders need to cope with cultural differences in positive ways, i.e. respect towards different cultures, willingness to learn and adapt to new cultures; they need to acknowledge the significance of cultural diversity, show readiness to embrace initiatives and opinions regardless of which culture they come from, and they need the flexibility to move around in culturally prolific environments, what is actually impossible to provide without the high level of EI. An improved understanding of EI also can act as a countermeasure to the ever-present volatility, uncertainty, complexity, and ambiguity demands of the 21st-century police officer and leaders, which must act in a global world.

During the scholarly analysis, it was identified, that for the EU the need for local police leaders of transformation to global police leaders has never been so urgent, but this process requires the development of definite competencies and there is still not a clear vision on what it means to be a global police leader. One thing is clear, that it is erroneously to promote leaders to international assignments based only on technical and organizational skills without taking into consideration the multidimensional concept of intelligence, which includes rational and logic-based verbal and quantitative intelligence, EI and CI.

The good news is that the key to making a change in the quality of police leadership is to understand that EI skills can be taught, improved upon, and put into everyday police practice, operations and cooperation. It is possible to improve EI competencies of leaders and teach them to leverage strengths and find ways to compensate in areas where they are either average or

underperforming. Taking into the consideration previously meant fact it is obvious that necessary to embrace EI as part of police leadership development programs and that way to impact on improved levels of global performance and cooperation.

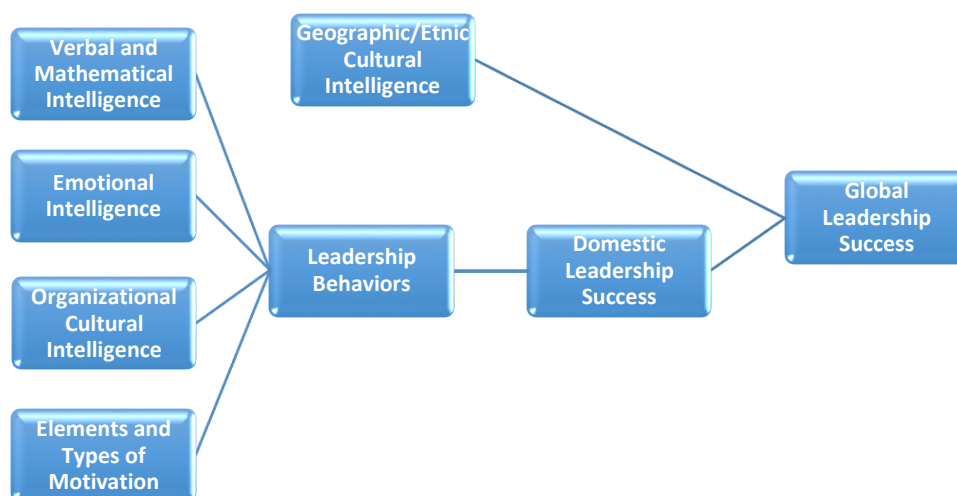
During the police leaders' selection and promotion processes, organizations must either select or promote leaders with the appropriate skills or develop its existing leaders in those skills, particularly as they relate to EI. Furthermore, it must either choose those who possess high levels of motivation to be successful leaders or develop those motivations in them.

From an organizational perspective, developing successful global police leaders is not just the task of the human resources department, rather, the entire organization must be involved in areas such as mentoring, coaching, role modeling, assessment, education, and providing experience. Only then can the organization expect the improvement of skills in police leaders and better international cooperation.

Directions of future research of EI in the context of police leadership and international police cooperation may refer to the investigation of the concept of CI. In 2003, Christopher Earley and Soon Ang claimed that EI may not transfer across borders if the symbolism and the ability to respond to the affective states of others carry different interpretations across cultures (Earley & Ang, 2003). Therefore, successful international cooperation for police leaders it is important to recognize the role of cultural and policy differences in general in order to achieve improvements and progress in police work on the national and international level.

## Appendix 1

### Components of global leadership success



Source: Alon I.& James M. Higgins (2005) "Global leadership success through emotional and cultural intelligences" *Business Horizons* 48, 501 — 512

## Appendix 2

### Mayer and Salovey's EI model



Source: [https://www.researchgate.net/figure/The-Mayer-and-Salovey-1997-four-branch-model-of-emotional-intelligence-EI-abilities\\_fig1\\_317825018](https://www.researchgate.net/figure/The-Mayer-and-Salovey-1997-four-branch-model-of-emotional-intelligence-EI-abilities_fig1_317825018)

## Appendix 3

### Bar-On's EI model

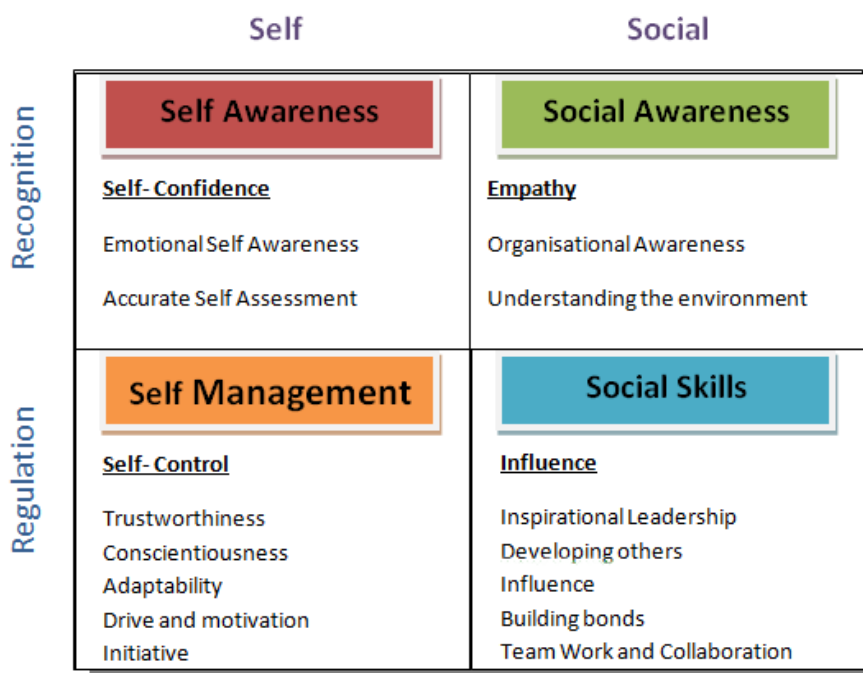


Copyright © 2011 Multi-Health Systems Inc. All rights reserved.  
Based on the original BarOn EQ-i authored by Reuven Bar-On, copyright 1997.

Source: <http://www.psycholawlogy.com/wp-content/uploads/2014/04/EQi-2.0-Model-of-Emotional-Intelligence.jpg>

## Appendix 4

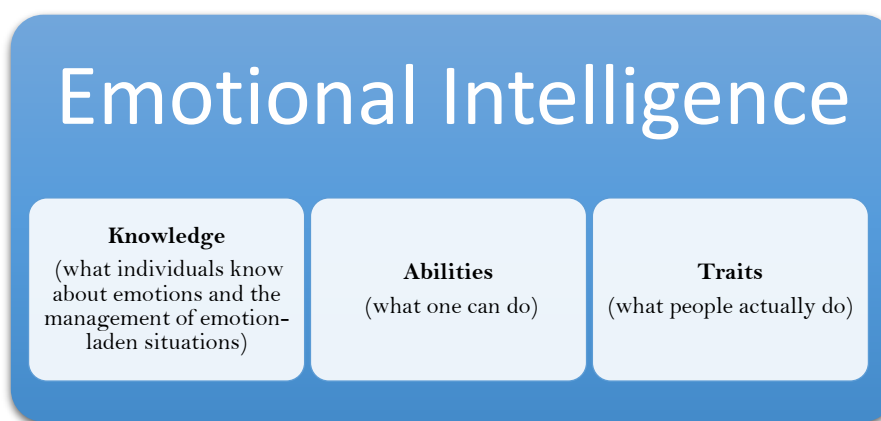
### Goleman's EI model



Source: <https://www.educational-business-articles.com/emotional-intelligence-theory/>

## Appendix 5

### Mikolajczak, Petrides, Coumans & Luminet's EI model



Source: Mikolajczak, M, Petrides, K.V., Coumans, N., & Luminet, O. (2009). The moderating effect of trait emotional intelligence on mood deterioration following laboratory-induced stress. *International Journal of Clinical and Health Psychology*, 9(3), 455-477.

## REFERENCES

1. Akerjordet, K. & Severinsson, E. (2008). Emotionally intelligent nurse leadership: a literature review study. *Journal of Nursing Management*, 16, 565–577.
2. Alon I. & James M. Higgins (2005) Global leadership success through emotional and cultural intelligences *Business Horizons* 48, 501 — 512.
3. Alston, B. A. (2009). An examination of the relationship between emotional intelligence and leadership practices. (D.B.A., Nova Southeastern University). ProQuest Dissertations and Theses, Retrieved from <http://search.proquest.com.proxygw.wrlc.org/docview/305150764?accountid=11243>. (MSTAR\_305150764).
4. Bagshaw, M. (2000). Emotional intelligence-Training people to be affective so they can be effective. *Journal of Industrial and Commercial Training*, 32(2), 61-65.
5. Bar-On, R. (1997). Bar-on emotional quotient inventory (EQ-i): Technical manual. Toronto, Canada: Multi-Health Systems. San Francisco, CA: Jossey-Bass.
6. Bar-On, R. (2000). Emotional and social intelligence: Insights from the emotional quotient inventory. In Bar-On, R., & Parker, J.D.A. (Ed.), *The handbook of emotional intelligence* (pp. 363-388).
7. Bass, B.M. and Avolio, B.J. (1994) *Improving Organizational Effectiveness through Transformational Leadership*. Sage, Thousand Oaks.
8. Bennis, W. (2001). In *The Emotionally Intelligent Workplace*, D. Goleman & C. Cherniss, (Eds.) San Francisco, CA: Jossey Bass.
9. Berman, E. M., & West, J. P. (2008). Managing emotional intelligence in U.S. cities: A study of social skills among public managers. *Public Administration Review*, 68(4), 742-758. doi: 10.1111/j.1540-6210.2008.00912.x.
10. Boyatzis, R.E., Goleman, D. & Rhee, K. (2000) Clustering Competence in Emotional Intelligence: Insights from the Emotional Competence Inventory (ECI), *Handbook of Emotional Intelligence*, pp. 343-362.
11. Brackett, M.A., Rivers, S.E. & Salovey, P. (2011). Emotional Intelligence: Implications for Personal, Social, Academic, and Workplace Success. *Social and Personality Psychology Compass* 5/1, 88–103.
12. Bradberry, T. & Greaves, J. (2003). *Emotional intelligence quick book: Everything you need to know*. San Diego, CA: Talent Smart Inc.
13. Caruso, D. R., & Salovey, P. (2004). *The emotionally intelligent manager: How to develop and use the four key emotional skills of leadership*. San Francisco, CA: Jossey-Bass.
14. Clawson, J. G. (2009). In Yagan S. (Ed.), *Level three leadership* (4th ed.). Upper Saddle.
15. River, NJ: Pearson Prentice Hall.
16. Coetsee, C., & Schaap, P. (2004). The relationship between leadership styles and emotional intelligence. Paper presented at the 6th Annual Conference of the Society of Industrial and Organizational Psychology, as part of the symposium.
17. Daus, C. S., & Ashkanasy, N. M. (2005). The case for the ability-based model of emotional intelligence in organizational behavior. *Journal of Organizational Behavior*, 26, 453-466.
18. Downey, L. A., Papageorgiou, V., & Stough, C. (2006). Examining the relationship between leadership, emotional intelligence and intuition in senior female managers. *Leadership & Organization Development Journal*, 27(4), 250-264.
19. Dulewicz, V., & Higgs, M. (2000). Emotional intelligence: The key to future successful corporate leadership. *Journal of General Management*, 24(3), 1-14.

20. Dulewicz, V., & Higgs, M. (2003). Leadership at the top: The need for emotional intelligence in organizations. *The International Journal of Organizational Analysis*, 11(3), 193-210.
21. Earley, P.C., & Ang, S. (2003). *Cultural intelligence: Individual interactions across cultures*. Palo Alto, CA: Stanford University Press.
22. George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations*, 53(8), 1027-1055.
23. Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
24. Goleman, D. (1997). Developing the leadership competencies of emotional intelligence. presented at the 2nd International Competency Conference, London, October 1997.
25. Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
26. Goleman, D. (2001). Emotional intelligence: Issues in paradigm building. In C. Cherniss and D. Goleman (Ed's.), *The Emotionally Intelligence Workplace*. San Francisco: JosseyBass.
27. Harms, P.D., & Credé, M. (2010). Emotional Intelligence and Transformational and Transactional Leadership: A Meta-Analysis. *Journal of Leadership & Organizational Studies*, 17(1), 5-17, <http://dx.doi.org/10.1177/1548051809350894>.
28. Harter, J.K., Schmidt, F.L., Killham, E.A. and Agrawal, S. (2009). Gallup Q12w Meta-analysis: The Relationship between Engagement at Work and Organizational Outcomes. Omaha, NE: Gallup.
29. Hatfield, D. D. (2009). Relationships between emotional intelligence competencies and transformational leadership skills: U.S. government civil servant leaders. (D.M., University of Phoenix). ProQuest Dissertations and Theses, Retrieved from <http://search.proquest.com.proxygw.wrlc.org/docview/305123446?accountid=11243>. (MSTAR\_305123446).
30. Heifetz, R. A., & Linsky, M. (2002). *Leadership on the line*. Boston: Harvard Business School Press.
31. House, R., Javidan, M., Hanges, P. & Dorfman, P. (2002). Understanding cultures and implicit leadership theories across the globe: an introduction to project GLOBE. *Journal of World Business*, 37(1), pp.3-10.
32. Jordan, P. J., Ashkanasy, N. M., Hartel, C. E. J., & Hooper, G. S. (2002). Workgroup emotional intelligence. Scale development and relationship to team process effectiveness and goal focus. *Human Resource Management Review*, 12(2), 195-214.
33. Kaiser, R. B., Hogan, R., & Craig, S. B. (2008). Leadership and the fate of organizations. *American Psychologist*, 63(2), 96-110. doi: 10.1037/0003-066X.63.2.96.
34. Kasapi, Z., & Mihiotis, A. (2014). Emotional Intelligence Quotient and Leadership Effectiveness in the Pharmaceutical Industry: A New Template. *International Journal of Business Administration*, 5(1), 15-26;
35. Kerr, R. & Garvin, J. & Heaton, N. & Boyle, E. (2006). Emotional intelligence and leadership effectiveness. *Leadership and Organisation Development Journal*, 27 (4), pp. 265-279.
36. Killian, K.D. (2011). Development and Validation of the Emotional Self-Awareness Questionnaire: A Measure of Emotional Intelligence. *Journal of Marital and Family Therapy*, 1752-0606.
37. Koivuiniemi, T. (2019) Values- Culture- Leadership CEPOL EJMP presentation Amsterdam 11.12.2019; Available at: [https://enet.cepol.europa.eu/index.php?id=cepol-exchange-programme0&no\\_cache=1](https://enet.cepol.europa.eu/index.php?id=cepol-exchange-programme0&no_cache=1).
38. Kulkarni, P. M., Janakiram, B. & Kumar, D.N.S. (2009). Emotional Intelligence and Employee Performance as an Indicator for Promotion, a Study of Automobile Industry in the City of Belgaum, Karnataka, India. *International Journal of Business and Management*, 4(4), 161-170.



39. Law, K.S., Wong, C.S. and Song, L.J. (2004). The Construct and Criterion Validity of Emotional Intelligence and Its Potential Utility for Management Studies. *Journal of Applied Psychology*, 89(3), 483–496.
40. Leban, W. and Zulauf, C. (2004). Linking emotional intelligence abilities and transformational leadership styles. *The Leadership & Organisation Development Journal*, 25(7), 554-564.
41. Lopes, P. N., Brackett, M. A., Nezlek, J. B., Schutz, A., Sellin, I., & Salovey, P. (2004). Emotional intelligence and social interaction. *Personality and Social Psychology Bulletin*, 30, 1018–1034.
42. Low, G., & Hammett, R. (2012). The transformative model of emotional intelligence: Improving access and success in higher education. *International Journal of Transformative Emotional Intelligence*, 1, 21-38.
43. Mandell, B. & Pherwani, S. (2003). Relationship between emotional intelligence and TL style: A gender comparison. *Journal of Business & Psychology*, 17(3), 387-404.
44. Marques, J.F. (2007). Leadership: emotional intelligence, passion and...what else? *Journal of Management Development*, 26 (7), pp. 644-651;
45. Martin, S. (1999). Police Force or Police Service? Gender and Emotional Labor. *Annals of the American Academy of Political and Social Science*, (561), 124;
46. Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: Emotional intelligence. *Annual Review of Psychology*, 59, 507-536;
47. Mayer, J.D., & Salovey, P. (1997). What is Emotional Intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence: Implications for educators*. NY: Basic Books.
48. McGarvey R. (1997). Foul Play: Battling Hostilities in the Workplace. *Entrepreneur Magazine*.
49. Mikolajczak, M, Petrides, K.V., Coumans, N., & Luminet, O. (2009). The moderating effect of trait emotional intelligence on mood deterioration following laboratory-induced stress. *International Journal of Clinical and Health Psychology*, 9(3), 455-477.
50. Nelson, D. B., & Low, G. R. (2011). *Emotional intelligence: Achieving academic and career excellence* (2nd ed.). Boston: Prentice Hall;
51. Northouse, P. (2007). *Leadership theory and practice* (5th ed.). Thousand Oaks: SAGE Publications, Inc.
52. O'Boyle Jr., E.H., Humphrey, R.H., Pollack, J.M., Hawver, T.H., & Story, P.A. (2010). The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior*, 32(5), 788-818.
53. Ozbun, J. L. (2011). An exploration of how U.S. Air Force-rated officers could become effective leaders. (D.B.A., Northcentral University). ProQuest Dissertations and Theses.
54. Robinson D., Perryman S., & Hayday, S (2004). *The Drivers of Employee Engagement*. Brighton, Sussex: IES Research report.
55. Rosete, D., & Ciarrochi, J. (2005). Emotional intelligence and its relationship to workplace performance outcomes of leadership effectiveness. *Leadership & Organization Development Journal*, 26(5), 388-399.
56. Ruderman, M.N., Hannum, K., Leslie, J.B. & Steed, J.L. (2001). Making the Connection Leadership Skills and Emotional Intelligence. *LIA*, 21(5), 3-7.
57. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9(3), 185-211.
58. Salovey, P., & Grewal, D. (2005). The Science of Emotional Intelligence. *Current Directions in Psychological Science*, 14(6), 281–285.

- 
59. Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and Validation of a Measure of Emotional Intelligence. *Personality and Individual Differences*, 25(2), 167-177. Available at: [https://nsuworks.nova.edu/cps\\_facarticles/506](https://nsuworks.nova.edu/cps_facarticles/506).
  60. Singh, S. (2009). Emotional Intelligence at Workplace. *Business Manager*, 24-25.
  61. Shuck, B., & Herd, A. M. (2012). Employee engagement and leadership: Exploring the convergence of two frameworks and implications for leadership development and HRD. *Human Resources Development Review*, 11(2), 156-181.
  62. Srivastava, K. B., & Bharamanaikar, S. R. (2004). Emotional intelligence and effective leadership behavior. *Psychological Studies*, 49(2-3), 107-113.
  63. Stys, Y., Brown, S. (2004). A Review of the Emotional Intelligence Literature and Implications for Corrections, Research Branch Correctional Service of Canada.
  64. Voola, R., Carlson, j. & West, A. (2004). Emotional intelligence and competitive advantage: examining the relationship from a resource-based view. *Strategic Change*, 13, 83-93.
  65. Whetten, D. A., & Cameron, K. S. (2010). *Developing management skills* (8th ed.). Upper Saddle River, NJ: Prentice Hall.
  66. Wong, C., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The Leadership Quarterly*, 13, 243-274.
  67. Yukl, G. (2010). *Leadership in organizations* (7th ed.). Upper Saddle River: Prentice Hall.
  68. Zafra, E. L, Retamero, R. G. & Landa, J. M. A. (2008). The Role of Transformational Leadership, Emotional Intelligence, and Group Cohesiveness on Leadership Emergence. *Journal of Leadership Studies*, 2(3), 37-49.
  69. Zeidner, M., Matthews, G., & Roberts, R. (2004). Emotional intelligence in the workplace: A critical review. *Applied Psychology: An International Review*, 53, 371-399.
  70. European Commission (2014) *How the European Union works* ISBN 978-92-79-39909-1 Available at: <https://publications.europa.eu/en/publication-detail/-/publication/9a6a89dc-4ed7-4bb9-a9f7-53d7f1fb1dae>.
- 

**Aurelija Pūraitė\***, PhD, Associate Professor at Academy of Public Security of Mykolas Romeris university. Research Fields: international public law, human rights, public security.

**Natalja Prokofjeva\*\***, Deputy Head of the Information Bureau of the Central Criminal Police Department of the State Police of Latvia, master student of CEPOL European Joint Master Programme „Policing in Europe“. Research Fields: cyver security, criminal law, police cooperation in the EU.